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ABSTRACT

A survey was conducted of faculty members at the 19 campuses of California State University regarding what the beginning teacher should know and be able to do. The resulting profile of characteristics of effective beginning teachers is presented in this document, focusing on nine areas of knowledge, skills, and attitudes. These areas are: foundations; K-12 curriculum content; pre-instructional factors; during-instruction factors; post-instructional factors; climate factors; multicultural factors; school and community environment factors; and professionalism and self-growth. The nine areas are presented in tabular form; supportive literature is cited side by side with each citation of knowledge, skills, and attitudes prescribed for beginning teachers. Future steps to be taken to ensure effective conditions for teaching prospective teachers are delineated. References and a bibliography are included. (Author/CB)

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The California
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The Profile of the Beginning Teacher

Report of the CSU Committee to Study the Teacher Preparation Curriculum

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THE PROFILE OF THE BEGINNING TEACHER

A Report of The California State University Committee
to Study the Teacher Preparation Curriculum

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The California State University

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I. INTRODUCTION

The California State University will educate most of the new generation of educators who will teach in California classrooms during the next decade. Although teacher education has always been central to the mission of the CSU, new challenges for universities preparing teachers emerged during the decade of the 70's and in the early years of the 80's. The quality of teaching and learning in our public schools became a widespread concern during these years, and this concern led to a renewed interest in improving teacher education programs.

The CSU, the major teacher education institution in California, began a comprehensive study of the education of prospective teachers in 1981. The study culminated in the Excellence in Professional Education report (1983) which examined teacher education issues in depth and provided far-reaching recommendations for improvement. The Trustees endorsed the report recommendations. A Progress Report: Excellence in the Preparation of Teachers in The California State University reviewed CSU campus progress through the 1983-84 academic year in terms of several of the endorsed recommendations. These recommendations also served as a basis for the goal areas for improvement of teacher education established by Chancellor Reynolds in May 1984.

Among the goal areas delineated by the Chancellor was the improvement of the professional education curriculum. Toward this end, symposia were held in 1985 to identify essential knowledge and skills that could serve as the core of the professional education curriculum. This document is an outgrowth of that process.

The dialogue among faculty and professionals in the field that took place as a part of the development of this report has already proved a benefit in refining the professional education curriculum. As well, the use of the document by faculty in the continuing process of curriculum development should further assist CSU in reaching the goal: improved professional education programs. Finally, the document itself establishes that there is a body of knowledge and skills derived from research in many disciplines that is essential for the well-educated professional.

It is hoped that the profile presented in this report will provide a vision of a well-educated beginning teacher. With this vision in mind, professional education programs in the CSU will continue to strive in diverse and innovative ways to impart the most relevant professional knowledge and skills that will meet the needs of their students and the schools and young people their students will serve upon becoming teachers.

II. PURPOSE AND USES OF THE PROFILE

The intent of the report is multifaceted. First, it is a report of two systemwide symposia held during 1985 to discuss the profile of the beginning teacher. As such, the report conveys the substance of these meetings.

Second, the profile outlines major components of the body of knowledge and skills that undergirds what is taught in professional education. This body of knowledge and skills is based upon sound empirical research and upon demonstrated effective professional practice.

Third, the profile is a resource document to assist faculty and administrators as they conduct internal reviews of their programs. It also should be useful to faculty as they engage in curriculum development and revision.

A fundamental principle underlying the report is that campus programs should develop their own programs of teacher education within a broad framework. Each campus should capitalize on its strengths and be responsive to needs of its region. This report is not intended to be used as a blueprint for campus programs, nor is it intended in any way to infringe upon the academic freedom of the faculty in the system to teach their subject matter in the manner that they deem most appropriate.

III. PHILOSOPHY AND PRINCIPLES OF THE PROFILE

Philosophical Views of Teacher Education

Underlying our view is the assumption that teacher education is multidisciplinary in nature. Its content and process are drawn from the disciplined inquiry of those concerned with pedagogy and of those involved with psychology, sociology, anthropology, history, philosophy, political science, biology and other fields of study. To fulfill the responsibilities of teacher preparation requires the collaboration and commitment of the entire university. Schools of Education ultimately have the responsibility for certification and the authority for programs in education. As such, they must provide the leadership and coordination of all the university involvement with teacher preparation.

With this interdisciplinary focus as a basis, we have built a profile of the beginning teacher which attempts to reconcile two historically polar views of teacher education: the professional-technical versus the liberal-professional orientations. Lanier and Little (1986) in their Chapter "Research on Teacher Education" in the Handbook of Research on Teaching (3rd ed.) provide an analysis of these views and state that "consensus in favor of either extreme position has not emerged ... the purist and the ad hoc approaches prevail ... because they keep the professional and liberal studies separated. The integrated approach requires more cooperation among potentially hostile faculty and involves the risk of significant compromise. But separated approaches also tend to keep the professional education component more clearly technical and less defined as an area of liberal study. The professionally or technically oriented training, when shaped by large numbers of students and faculty favoring prescriptive knowledge and skill performance, tends to slant the curriculum for teachers away from intellectually deep and rigorous study" (p. 547).

We believe strongly that well-prepared beginning teachers not only need the technical knowledge and skills but also the intellectual depth to understand why they are doing what they are doing--to begin to conceptualize teaching as more than trial and error, more than simply selecting a technique or approach that may seem to yield short-term, practical results. The new teachers need a set of intellectual tools which provides the mind-set for them to evaluate their teaching critically and which enable them to reflect upon their teaching and to make reasoned decisions about it. They need to focus not only upon how things are to be done but also upon why.

Assumptions Underlying the Profile

In order to maintain and build the kind of teacher preparation program which allows this dual technical and intellectual development, it is crucial that prospective teachers come to our credential programs with the undergraduate preparation which enables them to exercise intellectual rigor in their studies and to assimilate quickly the professional and technical aspects of their program.

Thus, the profile which has been developed is built on the following list of assumptions; if students do not enter our programs with these skills,

knowledge and attitude, it will be impossible to prepare our beginning teachers in accordance with the profile.

Potential teachers need to enter teacher preparation programs with the skills, knowledge and attitudes listed below.

1. BASIC SKILLS

Each student will have:

- Ability to read, write, compute, and speak at the level expected of an upper division university student;
- Ability to analyze ideas and data, to relate these to other materials, to develop arguments both logical and cogent, to reach conclusions, and to present the results of these processes with clarity and in an appropriate style.

2. GENERAL EDUCATION

Each student will have:

- A liberal and highly integrated academic experience in the arts and sciences including the natural sciences, the social sciences, the humanities, fine arts and english.
- Knowledge about human growth, development and learning, including the physchological, anatomical, environmental and social aspects of learning and the cultural implications for learning.
- Knowledge about the psychology and sociology of intra and interpersonal relationships.
- Knowledge about social structures and institutions and their functions in society.
- Knowledge about written and oral communication processes, basic communication technologies and the impact of communications.
- Knowledge and practice in information analysis, critical thinking, problem solving and applications of new knowledge.

3. ACADEMIC MAJOR

Each student will have:

- Training in depth within a single discipline (single subject), or knowledge of the major concepts in the liberal arts with an area of in-depth competence and their interrelationships to one another (multiple subjects).

The above items are intended in a tentative way to indicate those assumptions as to knowledge and skills which are expected of students entering teacher preparation programs. This is to be

distinguished from what a teacher should know, acquire, and experience through an effective teacher education curriculum.

Principles Underlying the Profile

The following principles underlie and state the basis for our profile of the beginning teacher:

1. Teaching is a complex task. It is both a science and an art which requires a mutual exchange between the world of theoretical research and actual teaching practice.

2. Teacher education is an all university responsibility, with overall authority vested in School of Education or unit responsible for teacher certification. Teacher preparation must be a cooperative effort involving institutions of higher education, K-12 school personnel, professional organizations and the community.

3. We live in a heterogeneous society. Teacher preparation must reflect this by educating teachers to understand cultural diversity and to teach effectively in racially, ethnically and linguistically mixed settings.

   Because we live in a heterogeneous society, teacher preparation programs must reflect systematic attention to cultural diversity and the ability to teach our racially, ethnically and linguistically varied student population.

4. Institutional flexibility for developing programs of teacher education is central in order to reflect local program priorities and support academic freedom.

5. Teacher education is a life-long process; the knowledge and skills for the beginning teacher are the first level of professional competence which will be built upon throughout the teacher's career.

Organization of the Profile

In developing the rubric for the knowledge and skills of the beginning teacher, the 1985 steering committee reviewed the preliminary group reports from the March 1985 symposium to determine which areas appeared to be emphasized consistently and then divided these areas into headings around which knowledge and skills could be organized. The following nine categories emerged as adequately encompassing the required knowledge and skills:

1) Foundations
2) K-12 Curriculum
3) Preinstructional factors
4) During instruction factors
5) Postinstructional factors
6) Climate factors
7) Multicultural factors
8) School and Community
9) Professionalism and self growth

Each area of the profile is divided into two parts: the knowledge/skill/attitude and the supportive literature. It should be noted clearly that each reference to related literature may pertain only to specific subject areas or grade levels. These citations are not meant to be generalized beyond the specific context of the actual study and are included only as guides to professionals who wish to obtain further information about any particular topic.

IV. PROFILE OF THE KNOWLEDGE, SKILLS, AND ATTITUDES NEEDED BY THE BEGINNING TEACHER

1. Foundations

Under the Ryan teacher credentialing law, the foundations of education appear to occupy a less significant position than the curriculum and instruction areas. We believe that this has been a serious omission and that there are important attitudes, knowledge and skills which will enable the teacher both to function more effectively in the classroom and to engage in rigorous, intellectual thinking about the why of teaching. The following section describes those which we believe are crucial. We clearly realize that it will depend on how each university chooses to design its teacher preparation program as to whether certain of the following knowledge, attitudes, and skills are included in prerequisite coursework or in the professional program itself.

1) FOUNDATIONS

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will have:	
1. Knowledge of contemporary models of human growth, development and learning, and their implications for educational planning.	1. Brophy and Evertson (1976). "There appear to be systematic interactions between the ages and levels of cognitive development of children and the kinds of teaching that are optimal for them" (p. 140). Wittrock (1986). Chapter on students' thought processes in Handbook of Research on Teaching (3rd ed.) (pp. 302-309).
2. An awareness of the wide range of individual differences in physical, emotional, social and intellectual growth, and the preliminary development of the ability to provide for these differences in the classroom.	2. Good, Biddle and Brophy (1975). "The skilled teacher will be an individual who has mastered a large body of principles and skills, and who is capable of diagnosing a situation correctly and deciding which of the many options available to him are appropriate to the situation" (p. 79). Torrance (1986). Chapter on teaching creative and gifted learners in Handbook of Research on Teaching (3rd ed.). Filmore and Valadez (1986). Chapter on teaching bilingual learners in Handbook of Research on Teaching (3rd ed.).
3. A rudimentary understanding of various philosophies of education, the ability to articulate their own tentative philosophy of education, the ability to accommodate differences between their personal philosophy and a district's educational philosophy, and the ability to use this philosophical consensus as a basis for curriculum planning.	

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will have:	
4. A well developed and consistent value system and the understanding that one's values be consistent with one's instruction.	4. Lampert (1984) discussed teachers' values and felt these influence expectations for students and curriculum. Fisher, Berliner, Filby, Marliave, Cahen, and Dishaw (1980). "These teachers' value system is related to Academic Learning Time and to student achievement" (p. 21).
5. A general understanding of the social functions of schools in society (e.g., custodial, sorting).	
6. Knowledge of language acquisition, its components, and how it affects learning.	6. DeStefano, J. S. (1978). Filmore, L. W. and Valadez, C. (1986).

2. K-12 Curriculum Content

"Those who can, do; those who understand, teach" (Shulman, 1985, p. 1)

The basis for all teacher preparation programs is a sound understanding of the subject matter which the teacher will teach. Lee Shulman, in his presidential address to the American Educational Research Association in April 1985 makes a fervent argument regarding what he terms the "missing paradigm" in research on teaching. "What we miss are questions about the content of the lessons taught, the questions asked, the explanations offered." He notes that "we assume that most teachers begin with some expertise in the content they teach" (p. 14). In California, all prospective teachers have an academic major and thus presumably have an acceptable degree of subject-matter competence. (Shulman's current research is investigating the validity of this assumption, and if it proves to be false, we must take serious and immediate steps to remedy the situation.) The concern, then, is the "transition from expert student to novice teacher" (Shulman, 1985, p. 15). Our programs must help the "successful college student transform his or her expertise in the subject matter into a form that ... students can comprehend: the novice teacher when confronting flawed or muddled textbook chapters or befuddled students must be able to employ his content expertise to generate new explanations, representations, or clarifications. He must be able to draw upon expertise in the subject matter in the process of teaching" (Shulman, 1985, p. 15).

However, "Mere content knowledge is likely to be as useless pedagogically as content-free skill. But to blend properly the two aspects of a teacher's capacities requires that we pay as much attention to the content aspects of teaching as we have recently devoted to the elements of the teaching process" (Shulman, 1985, p. 15).

Shulman states that underlying all knowledge, attitudes, and skills listed in this section is sound subject matter content knowledge, which he defines as the amount and organization of knowledge per se in the mind of the teacher. Content knowledge is, in essence, the substantitve and syntactic structures of the subject. (Substantive--the variety of ways in which the basic concepts and principles of the discipline are organized to incorporate its facts; syntactic--the set of ways in which truth or falsehood, validity or invalidity are established.) We assume that this aspect of the prospective teacher's preparation will occur in the undergraduate major.

Pedagogical content knowledge, which according to Shulman, goes beyond subject matter per se to the dimension of subject matter knowledge for teaching may also be well addressed in undergraduate academic courses, through special adjunct seminars, individualized assignments, or interdisciplinary approaches.

We strongly agree with Shulman and believe that curricular content knowledge is a crucial part of the profile. Put simply, the role of the teacher educator is to assist a person who has a solid understanding of the subject matter to acquire the subject-specific skills and knowledge to teach that subject effectively. We are indebted to Lee Shulman for his thinking in this area and have drawn heavily from his work in this section. The following

elements reflect our thinking in this category. The first two listings under this area will be explained in substantial detail due to the fact that they are relatively new ideas in teacher preparation.

2) K-12 CURRICULUM CONTENT

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will have:	
1. Subject matter knowledge: This presumes a broad general knowledge in the academic disciplines (language and literature, mathematics, the natural sciences, history and the social sciences, and fine arts), and in-depth knowledge in either a particular single subject discipline or concentration in multiple disciplines. In particular, subject matter knowledge includes an understanding of American culture and democracy in order to teach multiple ability students from diverse cultures.	1. Honig, B. (1985). Hirsch, E. D. (1981).
2. Curriculum structures and decision-making. An understanding of the basic domains of curriculum, how knowledge is categorized to define a curriculum, and the basic value positions underlying alternative approaches to the curriculum, e.g., academic-subject, inquiry-problem-solving, social reconstructionist, etc. Curriculum decision-making includes understanding as well, as facility in making decisions about what will be taught, by whom, and to which students.	2. Dewey, J. (1929). Taba, H. (1962). Tyler, R. (1950). Eisner, E. and Valance, E. (1974). Schwab, J. (1970). Apple, M. (1987). Kirst, M. and Walker, D. (1985). Smith, B. O. et al. (1950).

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will have:	
3. Curriculum resources: Basic knowledge of curriculum materials and resources within a particular discipline, those curricula adopted for use in a particular setting, and where resources can be accessed to augment existing curriculum resources. Also included are knowledge of standard curricular publications, including the Model Curriculum Standards, K-8 Guidelines and Frameworks.	3. Local District Curriculum Guides: Model Curriculum Standards, CSDE, Sacramento, 1985; K-8 Guidelines, CSDE, Sacramento, to be published in 1987; Cooperative County Course of Study, 1984-1987, Hayward, 1984; Technology in the Curriculum Manuals, CSDE, Sacramento, 1986. Professional Association Subject Area Curriculum Guides.
4. Content specific pedagogical knowledge: Understanding of curricular goals and objectives, the most regularly taught topics in one's subject area, useful forms of representation of those ideas, the most powerful illustrations and examples to represent knowledge in a particular discipline, knowledge of how to group students to promote effective instruction, ability to present instruction and monitor student learning in a particular discipline or component of particular disciplines.	4. Shulman, L. (1986). Good, T. L. et al. (1978). Leinhardt, G. (1980). Berliner, D. C. (1976).
5. Curriculum alignment and articulation: General familiarity with other curricula under study by one's students, as well as specific facility in linking the contents of subject specific instructional sequences with other content under study. Teachers need to be able to relate the content of their course to topics or issues to be discussed later in the course or in other classes. Writ large, teachers need to know general expectations of students in the subject area at grade levels prior to and following current instructional levels. Teachers need training in these curricular skills as resources to draw upon as they design increasingly complex lessons.	5. Adler, M. (1984). ASCD (1985). Eisner, E., Ed. (1985).

3. Preinstructional Factors

Much of the why of teaching is incorporated into its preinstructional phase--that phase where decisions are made about content, time allocation, pacing, grouping and activity structures, among others. "Teaching is a highly cognitive activity that requires an extraordinary level of competence for making decisions in complex and dynamic environments." "Each such decision is known to affect the attitudes, behaviors, and achievement of students" (Berliner, 1984, pp. 52-53). The following reflect our expectations for the beginning teacher in the area of preinstructional factors.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Demonstrate knowledge of the different types of instructional plans and their functions (lesson, unit, daily, weekly, short range, long range, and yearly).	1. Clark and Yinger (1979) studied 78 elementary teachers and found they engaged in as many as eight different types of planning. Clark and Yinger (1979) and McCutcheon (1980). The functions of planning are numerous. Studies of many elementary teachers gave these reasons for planning: to meet personal needs, to prepare teacher cognitively for instruction, to guide process of instruction, to meet administrators' requirements, for substitute teachers.
2. Demonstrate the ability to match instructional strategies appropriately to the content being taught.	2. Clark, C. M. and Yinger, R. J. (1979).
3. Assess students on the basis of various criteria (e.g., interest, ability, achievement, and learning style) both during and after the lesson.	3. Refer to Foundations - Section 1. Corno and Snow (1986) in their chapter in the third edition of the Handbook of Research on Teaching examine "some current hypotheses about the adaptation of teaching to individual differences among learners, some of the research that supports these hypotheses, and some of the instructional programs and teaching practices that have been recommended to meet their challenge" (p. 605). Fisher, et al. (1980). "The teacher's accuracy in diagnosing student skill levels is related to student achievement and Academic Learning Time" (p. 19).
4. Select appropriate materials for instruction. (See related objectives under K-12 Curriculum.)	4. Refer to K-12 Curriculum - Section 2.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
5. Understand when and how to place students in groups and understand advantages and disadvantages of different groupings.	5. Brophy and Good (1986) summarized numerous studies on grouping - they conclude that there are "consistent positive correlations with achievement for active (whole class or small group) instruction by the teacher, and negative correlations for time spent in independent seatwork without continuing teacher supervision" (p. 362). Good and Grouws (1979). In the Missouri Mathematics Effectiveness Project, whole class instruction was more effective than group instruction for elementary school students. Webb (1980) found that middle ability students suffered and low ability students showed gains in achievement in heterogeneous groups. Berliner (1984) cautioned that from the evidence of studies it seems that group assignments are sometimes a life-long sentence in the students' school career.
6. Understand when and how to use various activity structures (e.g., direct instruction, lecture, discussion, recitation, drill and practice, cooperative learning, inquiry teaching, independent study, seatwork) and know their effects on learning.	6. Berliner (1984). Activity structures have functions and operations; these determine teacher and student behavior, attitudes, and achievement. Each activity structure enhances or limits certain factors that affect instruction. Good and Grouws (1979) studied instructional behaviors in math and found that direct instruction, involvement and practice made significant differences in student progress.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Brophy (1979) concluded that traditional classrooms were generally most effective. These included a variety of activity structures. Ellner, C. L., and Barnes, B. J. (1977).
7. Be able to utilize school, district, and state guidelines. (See related objectives under K-12 Curriculum.	7. Refer to K-12 Curriculum - Section 2.
8. Understand pacing and its effects on instruction.	8. Berliner (1984) discussed pacing decisions and stated that, "Barr (1980), who has completed a number of studies of pacing, found that 80 percent of the variance in measures of basal reading achievement could be accounted for by the pace of instruction" (p. 55). Brophy (1979) found that effective teachers are task oriented and move at a brisk pace. Brophy and Good (1986). "The most consistently replicated findings link achievement to the quantity and pacing [italics added] of instruction" (p. 360).
9. Understand time allocation and all related factors and their effect on achievement.	9. Denham and Lieberman (1980). The Beginning Teacher Evaluation Study defined allocated, engaged and academic learning time. The study found that teachers do have control over academic learning time and that academic learning time is directly related to achievement.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Brophy (1979). Opportunity to learn is a major determinant of learning. This also includes allocated time and engaged time. Brophy, J., and Good, T. L. (1986). Walberg (1984) did a syntheses of thousands of research studies and found that the amount and quality of instruction are direct causes of learning.
10. Know multiple resources for instructional materials. (See related objectives under K-12 Curriculum.)	10. Refer to K-12 Curriculum - Section 2.

4. During Instruction Factors

One important phase of the teaching process is the time which teacher and students spend together in an instructional setting. What the teacher does during this "during instruction" time has proven to be critical in terms of student achievement and attitude toward learning. Many of these relationships have been shown to be powerful and replicable through multiple research studies. The following skills and knowledge are those which we believe are a necessary part of the beginning teachers' repertoire in this area. When interpreting these, it is necessary to keep in mind that decisions made during instruction should take into account content, multicultural factors and human growth and development.

4) DURING INSTRUCTION FACTORS

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Give and construct assignments; give adequate directions.	1. Fisher et al. (1980). "Structuring the lesson and giving directions on task procedures were positively associated with high student success" (p. 20). Brophy and Evertson (1974). Teachers who give directions more often and spend time discussing the structure of the lesson had students who show higher success rates overall. Brophy, J., and Good, T. L. (1986) (p. 364). Rosenshine, B., and Stevens, R. (1986) (pp. 376-389).
2. Motivate students: direct attention, demonstrate clarity in teaching, provide anticipatory set, stimulate interest and enjoyment, communicate the value of content and its purpose.	2. Corno, L., and Snow, R. E. (1986) (pp. 616-617, 623-624). Rosenshine, B., and Stevens, R. (1986) (pp. 376-389). Wittrock, M. (1986) (pp. 304-306). Benware, C. A., and Deci, E. L. (1984). Hines, C. V., Cruickshank, D. R., and Kennedy, J. J. (1985). Stallings and Stipek (1986) mention the Madeline Hunter Instructional Skills program and found it contributes significantly to engaged rate and achievement.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Peterson, P. (1984). Brophy, J., and Good, T. L. (1986) (p. 355).
3. Use a variety of materials, methods and equipment.	3. Rosenshine, B., and Stevens, R. (1986) (pp. 376-389). Doyle, W. (1986) (pp. 405-408).
4. Use effective listening and observing skills to evaluate learning during instruction, make interactive decisions and adjust instruction quickly to meet immediate situations (e.g., students' needs, instructional intents).	4. Brophy and Good (1986) looked at several studies and found that teachers who vary their techniques to fit different situations were more effective. Melnick (1986) focused on how student teachers learn to make interactive teaching decisions during elementary reading and science instruction. Corno, L., and Snow, R. E. (1986). Duffy, G. G. (1982) (pp. 357-371). Rosenshine, B., and Stevens, R. (1986) (pp. 376-389). Doyle, W. (1986). Haggard, M. R. (1985) (pp. 64-72).
5. Use appropriate questioning strategies (e.g., checking for understanding, using "wait time," and going beyond the literal level to higher level questioning).	5. Evertson et al. (1980). Quantity of questions asked was important in a study of junior high math and English classes. Successful teachers asked more questions.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Evertson, Anderson and Brophy (1978); Stallings and Kaskowitz (1974); and Gall (1978). Data from several studies suggest that the greater gains in achievement will result when the teacher uses high order and low order questions and calls on pupils on a heterogeneous basis. Rowe (1974) found if teachers increase wait-time from one second to three or more the students' answers to questions are of much better quality. Brophy, J. and Good, T. L. (1986) (pp. 363-364). Dillon, J. T. (1982). Morine-Dershimer, G. (1985).
6. Be able to engage students in active participation in the learning process.	6. Rosenshine, B., and Stevens, R. (1986) (pp. 376-389). Doyle, W. (1986) (pp. 400-402). Haggard, M. R. (1985) (pp. 64-72).
7. Provide opportunities to ensure that students develop learning and study skills and critical thinking skills.	7. Weinstein, C. F., and Mayer, R. E. (1986) (pp. 315-325). Wittrock (1986). Students must be taught learning strategies. "The future for enhancing school achievement by use of 'learning how to learn' techniques looks promising," (p. 310). Anderson, R. C., Hiebert, E. H., Scott, J. A., and Wilkinson, J. A. G. (1985) (pp. 71-74).

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
8. Give appropriate feedback during instruction based on content and knowledge of human growth and development.	8. Stallings and Kaskowitz (1974) found feedback was important for first and third graders in reading and mathematics and for eighth grade English students. Lysakowski, R. S., and Walberg, H. J. (1982). Fisher et al. (1980). "Academic feedback is positively associated with student learning" (p. 20). Rosenshine, B., and Stevens, R. (1986) (pp. 376-389).
9. Demonstrate knowledge of and experience with teaching strategies based on subject matter content and human growth and development.	9. Refer to Foundations - Section 1. Refer to K-12 Curriculum Content - Section 2.
10. Maximize academic learning time and related factors.	10. Fisher et al. (1980). "The proportion of allocated time that students are engaged is positively associated with learning" (p. 16).
11. Demonstrate an understanding of grouping practices.	11. Berliner (1984) found that size and composition of groups affect achievement. Stallings and Kaskowitz Follow Through Study (1974) indicate small group instruction is positively associated with reading and mathematics achievement in first grade and large group instruction in third grade reading and mathematics correlated positively with achievement. Anderson, R. C. et al. (1985) (pp. 89-92).

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Refer to Preinstructional Factors - Section 3, No. 5.
12. Use structuring, pacing, focusing, refocusing, sequencing, and re-sequencing techniques.	12. Brophy and Evertson (1976) found that keeping students focused, pacing students appropriately, and providing feedback were positively related to achievement. Anderson, R. C. et al. (1985) (pp. 87-89). Doyle, W. (1986) (p. 407). Roshenshine, B., and Stevens, R. (1986) (pp. 376-389).
13. Communicate on many different levels and understand different types of students (e.g., sensitivity to cultural traditions).	13. Corno, L., and Snow, R. E. (1986). Filmore, L. W., and Valadez, C. (1986). Torrance, E. P. (1986).
14. Assist students in the transfer and retention of information.	
15. Demonstrate an awareness of the total group, and understand and evaluate academic, social and emotional needs of individual students.	

5. Postinstructional Factors

What the teacher does after the actual instructional sequence is also a significant part of instruction. Typically these activities involve testing, grading, and providing feedback to students. Educational researchers have provided the profession new knowledge about these activities which must be taken into account as we prepare teachers; however, there are vast areas in this category where we must rely on our professional judgment and experience. Drawing, then, from both of these sources--research and professional judgment, we believe that the following knowledge and skills are needed by beginning teachers.

5) POSTINSTRUCTIONAL FACTORS

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Demonstrate knowledge of tests and measurements and other assessment techniques (e.g., the development and interpretation of teacher-made tests and criterion referenced tests, the foundations, purposes, strengths and weaknesses of three to four standardized tests, the various systems of marking and grading, the construction of essay and objective test items).	1. Willson and Putnam (1982) conducted a meta-analysis of 32 studies on the effect of pretests and found largest cognitive gains when pre and posttest are the same. Also, pretested groups showed higher cognitive effects than nonpretested groups. Anderson, R. C. et al. (1985) (pp. 95-101). Brophy and Evertson (1976) found that teachers had knowledge of tests but did not always agree on their usefulness.
2. Use tests that are matched with instructional intent at various levels of competence.	2. Anderson, R. C. et al. (1985) (pp. 95-101). Berliner (1984) discussed tests and how they are used to assess student learning and teacher competencies, "The lessons from recent research is clear--if teachers, schools, and districts are ever to look effective, they must learn to use tests that accurately reflect what they teach. The congruence between what is taught and what is tested must be high" (p. 70).
3. Help students in self-evaluation through the use of self-scoring, pretests, progress tests, discussions, etc.	3. Rosenshine, B., and Stevens, R. (1986).
4. Use a variety of classroom techniques to assess students' learning (e.g., matching assessment to learning objectives, observing students in different settings, evaluating cognitive and affective domain, assessing in verbal and nonverbal modes, providing appropriate feedback to students on performance).	4. Rosenshine, B., and Stevens, R. (1986). Anderson, R. C. et al. (1985) (pp. 95-101). Brophy and Evertson (1976). Teachers studied assessed students in a variety of ways.

5) POSTINSTRUCTIONAL FACTORS (Cont.)

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
5. Communicate student progress effectively with students, teachers, parents, groups, principal, etc.	5. Berliner (1984). Use of grades to increase achievement and positive student attitude seems to be effective.
6. Provide opportunities for parental involvement to assess learning and provide follow-up.	6. Stallings and Stipek (1986) found parent involvement helps student achievement.
7. Use student assessment data for future planning.	
8. Conduct self-assessment of teaching performance and utilize the information for self-improvement.	8. Good, T. L., and Brophy, J. E. (1973).
9. Know available support systems for self-improvement in instructional areas.	9. Good, T. L., and Brophy, J. E. (1973). Rossmiller (1985).

6. Climate Factors

The environment of the classroom is the setting in which instruction occurs; the timbre--the climate of this environment--appears from the research to relate directly to student achievement. Intuitively and professionally, this relationship makes sense; the climate of one's day-to-day existence certainly has a bearing on how well one functions in any setting. Thus it seems imperative that beginning teachers develop skills which enable them to establish the appropriate classroom climate. We expect beginning teachers to have the following skills:

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Communicate academic expectations for achievement to students. o Promote creativity, exploration, student initiative and participation. o Encourage learners to assume responsibility for their own actions and rights. o Create student excitement and motivation and project teacher enthusiasm about the learning process. o Encourage self-discipline and self-direction.	1. Brophy and Good (1986) stated, "Achievement is maximized when teachers emphasize academic instruction as a major part of their own role, expect their students to master the curriculum, and allocate most of the available time to curriculum-related activities," (p. 360). Cooper (1979); Brophy and Good (1974) found when teachers communicate high goals for academic performance, achievement usually increases. Amidon, E. J. and Flanders, N. A. (1967) (pp. 79-85). Thomas (1980) reviewed the research and discussed the interrelationship of student self-management behavior and achievement. Mastin (1963); Christensen (1970); and McKeachie, Linn and Mann (1971). Teacher enthusiasm is positively associated with achievement. This is evident at both the elementary and secondary levels. Thomas, J. W. (1980).
2. Develop a safe, orderly, and academically focused environment for work. o Create a visually stimulating learning environment. o Have the ability to assess the climate of the classroom and make appropriate modifications.	2. Denham and Lieberman (1980); Brophy and Evertson (1976): high-achieving classes had an emphasis on academics. Brophy and Evertson (1974); Brophy and Putnam (1979) looked at classroom management and found that the teacher's general alertness to classroom processes was related to achievement.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
o Create an atmosphere of acceptance--free of fear.	Brophy, J., and Good, T. L. (1986).
o Establish and maintain clear rules and routines.	Berliner, D. C. (1984). Soar and Soar (1979) found that student SES interacts with teacher control and emotional climate. Teachers must assess the class and adjust control and climate to fit. Refer to During Instruction Factors - Section 4. Denham and Lieberman (1980) found that clear expectations and consistent rules had a significant effect on achievement. Brophy and Evertson's Texas Teacher Effectiveness Study (1974) noted that classrooms with greater gains were those in which classroom standards were known by students and enforced by the teacher. Doyle, W. (1986) (pp. 392-431).
3. Demonstrate the following teacher behaviors:	3. Berliner, D. C. (1984). Refer to During Instruction Factors - Section 4. Kounin, J. S. (1970). Doyle, W. (1986) (pp. 392-431).
o Be a good listener.	
o Model appropriate behavior expected of students and sensibly manage deviancy.	
o Promote positive student self-concept and inner locus of control.	Duke, D. L. (1979, 1980).

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
o Have knowledge of a variety of management models, techniques, and strategies that are supported and condemned by empirical evidence as well as those for which no empirical evidence is found and be able to apply that knowledge.	
4. Keep students focused on academic tasks.	4. Refer to During Instruction Factors - Section 4.
5. Anticipate, notice and deal with the range of student behavior in a timely fashion.	5. Refer to During Instruction Factors - Section 4. Brophy and Putnam (1979). Classes without major disruptions and classes where teachers can "nip problems in the bud" showed positive correlations to achievement. Doyle, W. (1986) (pp. 392-431).
6. Apply a hierarchy of interventions for inappropriate behavior.	6. Refer to During Instruction Factors - Section 4. Doyle, W. (1986) (pp. 392-431).
7. Develop group cohesiveness.	7. Brophy (1983) discusses activities that develop cohesiveness and some of them lead to improved achievement.
8. Develop cooperative learning environments.	8. Sharon (1980) used techniques to develop cooperative learning environments. Slavin (1980). Cooperative behavior among students often improves academic achievement.

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
	Jones et al. (1981) did meta-analysis on effects of cooperative learning and found positive effects on achievement.

7. Multicultural Factors

Multicultural education in teacher preparation is a multifaceted concept which contains sociological, psychological, philosophical, and pedagogical elements. Generally, the teacher education program must provide teacher candidates with opportunities to validate and accept their own culture as a basis for the acceptance of other cultures. The program should develop within the teachers an awareness of cultural differences and conflicts, but also develop an awareness that multicultural education is important for all students because they are members of a multicultural society. The teacher preparation program should focus upon the development of teaching effectiveness in various cultural settings, and above all develop within the teacher the ability to relate cultural diversity to educational equity and learning. The knowledge, skills and attitudes listed in this section of the profile are essential to the success of a beginning teacher in any teaching situation and with all students; however, they are crucial for teachers working with students who are ethnic or racial minorities and who traditionally have been underserved in our schools. In order to ensure that these can be attained during the teacher preparation program, certain requisite knowledge, skills, and attitudes are necessary. Typically these are attained during undergraduate study. To assure this, prerequisite undergraduate courses should address these curricular areas.

1. Understand cultural diversity (e.g., the unique characteristics and range of variability of the major cultural groups which comprise culture, such as its art and music, the socio-economic, educational, and historical conditions which create differences within identified cultural groups; how a culture is structured into sub-cultures, and the effect of culture upon learning style and cognitive style).

2. Understand cultural conflict (e.g., the areas of possible cultural conflicts in the school setting, the common cultural misunderstandings in the classroom, the personal values and elements of one's culture which may cause difficulty in working with culturally different students, the meaning of culture shock, prejudice, and stereotypes).

3. Understand cultural pluralism and cultural assimilation (e.g., the psychological and sociological implications of majority/minority status, the psychological, sociological, economic aspects of assimilation, the formal and informal means by which culture is transmitted).

4. Understand the role of language as a vehicle of culture (e.g., the fundamentals of guiding second language learning, the personal experience of trying to learn a second language, and the effects of native language development upon second language learning).

5. Understand the relationships between cultural diversity, educational equity, academic achievement, and economic status (e.g., the causes of excessive dropout rates among diverse cultural groups, the effects of self image upon academic success, the effects of role models upon academic achievement and

attainment of adult roles, the functions of schools in the social order, the content, skills and attitudes necessary for social mobility, economic assimilation).

6. Have knowledge of alternative methods for learning about culture (e.g., the use of role play and simulation, the personal experience of interacting with multicultural populations in the K-12 community, college or university).

7. Develop an attitude that is open to learning about other cultures, participate in activities in the cultural community, and become sensitive to and appreciative of other cultures.

Coursework and experiences during the professional preparation program should reinforce and extend the above knowledge, attitudes and skills and should include the following:

7) MULTICULTURAL FACTORS

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Apply specific teaching strategies which have been demonstrated to be effective with the student population being served (e.g., cooperative learning, individualized instruction, peer tutoring).	Please refer to Hernandez and Mukhopadkyay (1985) for support material for this section.
2. Apply specific classroom techniques to address conflict situations which might arise in multicultural classroom settings (e.g., problem-solving techniques, value clarification, role play, gaming and simulation).	Fillmore and Valadez (1986). Chapter on teaching bilingual learners in the Handbook of Research on Teaching (3rd edition).
3. Communicate effectively and nonjudgmentally with students and parents either in the family's home language or with the help of a translator.	
4. Integrate content which is meaningful to various cultural and ethnic minorities into the curriculum.	
5. Provide curriculum and teaching strategies designed to develop the concepts, skills and attitudes which will allow ethnic and racial minority students to compete effectively in the dominant society.	
6. Recognize cultural bias and prejudice in teaching materials, assessment instruments, school practices and school organization and have skill/knowledge necessary to teach students to deal with the bias and prejudice found.	
7. Include culturally sensitive content as an integral and important part of the curriculum in appropriate subject fields.	

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
8. Select learning materials and teaching techniques which are appropriate for students with diverse linguistic abilities and/or background.	

8. School and Community Environment Factors

Not only do classroom teachers function within the environment of the classroom, they also function within the environment of the school and of the community in which the school is located. It has been our professional observation that beginning teachers, while they may function adequately within the classroom, often lack the skills and knowledge necessary to communicate adequately with other professionals and with parents as well as a knowledge of the resources of the school and community. Therefore, we believe that beginning teachers should have the following skills and abilities:

8) SCHOOL AND COMMUNITY ENVIRONMENT FACTORS

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Know what is important to find out about a school and community, such as: resources, professional environment, significant documents from state and district levels, curriculum at all grade levels, parent and community groups, youth organizations and activities, calendars, schedules and social service agencies, and take these into consideration in their planning and behavior as a teacher.	1. Refer to K-12 Curriculum - Section 2.
2. Can communicate and interact with parents to involve them effectively in the education of their children.	2. Good and Brophy (1986) summarized the research on effective schools and found that parental involvement and support appeared to be one aspect of effective schools. Stallings and Stipek (1986) looked at several parent involvement programs and concluded, "Family involvement activities help foster positive attitudes toward school and in turn support children to be successful in school and to be persistent enough to graduate" (p. 741). Effects on Parents of Teacher Practices of Parent Involvement, Report No. 346, October 1983, The Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, MD 21218 found that parents support the idea of being involved in their children's learning at home. Parents rated teachers high if they involved them.
3. Know and understand the basic legal implications regarding the rights and responsibilities of teachers, students, parents and the community at large.	

8) SCHOOL AND COMMUNITY ENVIRONMENT FACTORS (Cont.)

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
4. Can describe the changing demographics in the region/ state and their implications for instruction.	
5. Understand how the school and district are influenced by the social and political forces in the community.	5. Boyd, M. L. (1982). Mitchell, D. E. (1982).

9. Professionalism and Self-Growth

A major goal of teacher preparation is to develop teachers who are professional in their view of their work life, who model this professionalism in their day-to-day interactions with others, who can work cooperatively with their peers and who accept the fact that continued effectiveness as a teacher requires constant self-growth and professional renewal. The ultimate goal of our program is to develop teachers who are self-analytical, are committed to becoming truly professional teachers, and are able to cope with the inevitable stresses of teaching. We believe that this is a growth process which develops throughout the teaching career but which must begin in the teacher preparation program. We believe that beginning teachers should have the following skills and attitudes:

9) PROFESSIONALISM AND SELF-GROWTH

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
1. Analyze their own teaching skills and effectiveness based upon student outcomes and develop a reflective stance toward teaching.	1. Good and Brophy (1973) feel that self-evaluation will lead to more effective teachers. They give some ideas on how teachers can evaluate themselves and believe teachers are responsible for their own development. Melnick (1986) believes that future teachers must view their feedback to students as opportunities for teaching and learning.
2. Analyze interpersonal skills with colleagues, parents, and students. (See related objectives in Section 8 - School and Community.)	
3. Analyze and utilize coping skills and stress management strategies.	
4. Develop a preliminary self-initiated plan for professional development based upon self and external evaluation.	4. Good, T. L., and Brophy, J. E. (1973). Rossmiller (1985) discussed the importance of the continuing professional development of teachers.
5. Identify and utilize resources for professional development and effectiveness (e.g., journals, courses of study, curriculum guides).	5. Rossmiller (1985). Refer to K-12 Curriculum Content - Section 2.
6. Establish professional relationships with others through observing and working with other teachers.	6. Lanier, J. E., and Little, J. W. (1986).
7. Participate in professional organizations.	
8. Identify and use community resources in teaching.	8. Refer to K-12 Curriculum Content - Section 2.

9) PROFESSIONALISM AND SELF-GROWTH (Cont.)

KNOWLEDGE/ATTITUDE/SKILL	SELECTED LITERATURE WHICH RELATES TO THESE SKILLS, ATTITUDES, OR KNOWLEDGE
Beginning Teachers will:	
9. Have a positive attitude toward and be willing to use current research and technology in their teaching.	
10. Know basic school-related laws, regulations and school district policies.	
11. Understand the basic legal rights of students, teachers, and parents.	
12. Provide for students a positive model of behavior and attitude.	
13. Participate willingly in action research.	
14. Adhere to ethical standards in relationships with students, parents, and colleagues.	

V. FUTURE STEPS...CONDITIONS FOR SUCCESS

In order for the preceding profile to be a useful guide for curriculum development, the following conditions, processes, and strategies must be brought about:

1. The faculty who must ultimately implement any curricular or programmatic changes must be integrally involved in designing those changes.

2. In the normal course of academic review, the faculty in the teacher education programs and in the other academic departments on the CSU campuses should determine the extent to which these programs can assure that their graduates will enter the classroom equipped with the knowledge and skill of the beginning teacher profiled in this report.

3. A greater degree of collaboration must be developed between schools of education and the academic departments. The proposals in the area of K-12 curriculum content assume both a degree of rigor and a qualitatively different type of subject matter preparation that will not be forthcoming without such cooperation.

4. Academic departments and schools of education must examine curricula carefully to assure that there is a high degree of "fit" between the academic preparation curriculum required for candidates and the pedagogical training they receive. If this does not happen, the K-12 curriculum and the multicultural portion of this profile will never materialize.

5. The CSU must make a serious commitment to the Title V requirement that academic departments certify that undergraduates have adequate subject matter expertise to enter a teaching program and the departments must continue to explore the appropriate methods for this assessment.

6. The CSU must take the clear and unequivocal position that subject matter courses designed for prospective teachers and designed to fulfill the intent of areas 1-2 under the K-12 Curriculum Section not be diluted versions of courses for non-teaching majors. They must be intellectually rigorous and may be qualitatively different courses. It should be the responsibility of each campus to assure this.

7. Academic departments must examine their commitment, involvement, and support for the education of prospective teachers.

8. Each campus must develop a plan for how, when, and where the basic elements of multicultural education will be integrated into the total educational program of prospective teachers. The Academic Departments and Schools of Education, in particular, must assure that multicultural issues are reflected in their curriculum, interpersonal relationships and methods of communication.

9. In order that program faculties have adequate time to prepare teachers according to the profile, the CSU must actively work to secure legislation which will lift the maximum time and unit restrictions which now apply to the basic teaching credential program. This preparation cannot be done in the 24-30 semester units now permitted by the Ryan Teacher Credentialing law.

10. In order to ensure that this profile of the beginning teacher remains aligned with the changing demographics and needs of California's K-12 student population, schools of education and academic departments must continue to maintain a collaborative relationship with K-12 district board members, administrators, and teachers.

The profile proposed in this report is relatively complex, yet it is our professional judgment that no teacher should begin teaching who is seriously deficient in multiple areas. It is highly probable that such preparation will require a longer period of professional preparation than now exists, and it is critical that beginning teachers continue to have university support and instruction during their first year of teaching, often called the induction or residency year. Such a program was envisioned by The California Consortium on the Beginning Years of Teaching (Jones & Barnes, 1984) and is congruent with the recommendations in the Commons Report (1985, pp. 19, 23).

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APPENDIX A

Background and Acknowledgements

In December of 1984 the Advisory Committee on Excellence in Professional Education, Chaired by Dr. Hazel Jones, made a report to W. Ann Reynolds, Chancellor of the California State University, entitled, A Progress Report: Excellence in the Preparation of Teachers in the California State University (Jones, 1984). This report made recommendations in ten areas: Admission, Evaluation, and Completion of the Teacher Education Program; Prerequisites for Teacher Education Programs; Advising; Early Field Experience; Multiple Subjects Waiver Programs; Single Subject Waiver Programs; Teaching in Multicultural Settings; Curriculum for Professional Education; Student Teaching and Clinical Supervision; and the University and the Public School. The recommendations regarding the curriculum for professional preparation provided the impetus for this profile.

The Jones report followed several years of intensive study by the CSU of its teacher preparation programs. In its introduction a useful synopsis of these efforts was provided. In order for the reader of this profile to understand its genesis, the following summary of these efforts, taken from the December 1984 report, is provided.

Summary of Preceding Efforts

In the early 1980's the California State University began to study its teacher education programs with the ultimate goal of assisting these programs to become the finest in the nation. In February 1983, the report Excellence in Professional Education, (Morey, 1983), a result of more than three years of effort, was presented to the Chancellor. It reviewed the teacher preparation programs in the California State University in terms of their history as well as addressing the needs of this state for teachers. It also made several recommendations to the Chancellor regarding steps to be taken to improve teacher education in the CSU.

In April 1983, Chancellor Reynolds asked the Presidents of the nineteen CSU campuses to review their preservice teacher education programs in the context of the recommendations made in the Morey report. The issues addressed included such topics as recruitment, admissions, curriculum, supervision of student teaching, and relations with school districts. Campuses were also asked to indicate changes which were planned or in progress in the various areas.

In May 1983, the Board of Trustees endorsed the Morey report and requested that "the Chancellor report to the Board from time to time on the progress made in implementing the Advisory Committee's recommendations" (Resolution of the Board of Trustees of the California State University on Excellence in Professional Education [REP 05-83-05], May, 1983).

As a result of a recommendation made in the Morey report, two ad hoc committees were formed in September 1983 to address the specific recommendations. The first, chaired by Dr. Peter Facione, Dean of the School of Human Development and Community Service at CSU, Fullerton, reviewed "prerequisites to professional education. The second committee, chaired by

Dr. David Benson, then Provost at CSU, Northridge and now President at Sonoma State University, made recommendations on entrance and exit requirements for teacher preparation programs and on core requirements for a Master's Degree in Education. Both reports were intended to stimulate the thinking of faculty and administrators as they reviewed and revised their teacher preparation programs.

A third committee, chaired by Dr. Hazel Jones, was formed in the fall of 1984 to expand on the recommendations regarding the professional teacher preparation curriculum. Among the recommendations in the Jones (1984) report were the following regarding the Curriculum for Professional Education:

- The CSU should reach common agreements and develop statements outlining the philosophy and the body of knowledge and experiences essential to the education of teachers in the elementary and secondary schools, which should be used as the basis of preprofessional and professional education programs. (This recommendation was also made earlier in the section on prerequisites.)

- Modifications in state education law should be sought by the CSU which will make it possible for CSU campuses to (1) respond intelligently to changes in knowledge which have implications for the education of teachers; (2) regain flexibility to make changes designed to improve Teacher Education programs; and (3) exercise a measure of autonomy over local programs in Teacher Education, just as the university does over its other programs.

A fourth committee, chaired by Dr. Carol Barnes, Professor of Education and Child Development, CSU Fullerton was appointed by Chancellor Reynolds in September 1984. Its charge was to develop a document on what the beginning teacher should know and be able to do. Comprised of faculty and administrators in the CSU, the California State Department of Education and the Far West Laboratory for Educational Research and Development, its first task was to plan a conference to address the issue of the teacher preparation curriculum. The committee members in addition to Dr. Barnes were: Dr. Alan Crawford, Professor of Elementary Education, CSU Los Angeles; Dr. Jayne DeLawter, Chair, Department of Education, Sonoma State University; Dr. Dolores Escobar, Professor of Elementary Education (now Associate Dean, School of Education), CSU, Northridge; Dr. John Haller, Associate Academic Vice President (acting academic vice president), CSU, Long Beach; Dr. Harvey Hunt, and Dr. Paul Gussman, Office of Policy Analysis and Special Projects, California State Department of Education; Dr. Lon Kellenberger, Professor of Teacher Education, CSC, Bakersfield; Dr. Judith Warren Little, Far West Laboratory for Educational Research and Development; Dr. Arlene Okerlund, Dean, Humanities and Arts, San Jose State University; Dr. Fannie Preston, Professor of Elementary Education, San Francisco State University; Dr. Alex C. Sherriffs, Consultant to the Chancellor CSU, (formerly Vice Chancellor, Academic Affairs, CSU); Dr. Robert Tellander, Associate Professor of Sociology, Sonoma State University; and Dr. Morton Tenneberg, Professor of Teacher Education, CSU, Hayward.

Attending the symposium held on March 14-15, 1985 were teams of from two to five people from each of the 19 campuses (Appendix B) and invited guests from the K-12 community (Appendix C). The program for the symposium is included in Appendix D.

The task of the attendees was to begin to arrive at common understandings about the body of knowledge and skills that should be included in the professional education curriculum. Much progress was made at this invited meeting in terms of receiving information from various speakers, brainstorming initial ideas and concepts, and planning how each campus would involve all segments of its service area in a continuing dialogue on these topics.

Each campus team then consulted with a wide range of its faculty, administrators, and key K-12 personnel from its service area in preparation for the follow-up symposium held on November 18-19, 1985.
The steering committee for the November symposium was appointed from the original planning committee. Members were Dr. Carol Barnes, Chair; Dr. Dolores Escobar; Dr. Paul Gussman; Dr. Lon Kellenberger; Dr. Fannie Preston; Dr. Morton Tenneberg.

At this meeting, one representative from each campus (in most cases the original team leader) and key K-12 people who had attended the March symposium met to reach a consensus. Each campus representative was asked to bring a written report reflecting the campus perspective and a bibliography of supporting research literature, if available.

This report reflects the consensus of the attendees at the November 18-19, 1985 conference and thus presumably also reflects the input that these campus team leaders received from their colleagues and K-12 service area.

We wish to acknowledge Dr. David Berliner's work in areas three through six and to note that we have drawn heavily from his meta-analysis of the research literature. We also wish to acknowledge the work done in the area of multicultural education (area seven) of the participants of the CSU conference on multicultural education held in November 1985 and chaired by Dr. Carol C. Mukhopadhyay and the curriculum resource guide Integrating Multicultural Perspectives into Teacher Education produced by Dr. Hilda Hernandez and Dr. Carol Mukhopadhyay, (1985), who were project directors of a grant from the Office of the Chancellor, CSU.

As a preface to the discussion of the profile itself, it is important to acknowledge the recommendations made by the Advisory Committee to Study Programs in Education in the CSU (Morey, 1983). The committee concluded that a longer preparation time was necessary for teacher preparation and that greater emphasis should be placed on:

a. In-depth training in curriculum theory and development.

b. Preparation in classroom management and discipline.

Practitioners and students emphasized the severity of the problem of classroom management in today's schools and the need for teachers to be knowledgeable and skilled in dealing with the problem.

c. Linkage between theoretical constructs and practical application of them, including building a better bridge between innovative models taught by the colleges and the "realities" of public school classrooms.

d. The use of instructional technology.

e. Preparation in multicultural education, both through coursework and experiential education.

f. Sufficient coverage of teaching methods as appropriate to grade level and area of subject matter preparation.

g. Teaching skill development.

h. Field-based instruction, such as providing courses at school sites, demonstration classes, field work.

i. Student teaching, including better control, selection and training of master teachers.

j. In-depth training in how to teach the basic skills.

While current credentialing law requires a three-unit course in the teaching of reading, there is no similar course requirement for teaching other areas of the language arts and mathematics. Given the limitation of nine semester units of professional coursework, these important topics must compete for time with such fundamentals of teaching as psychological and social foundations, curriculum and general methods. While electives in the teaching of basic skills are available on all campuses, students who use the "fifth year" to complete the required professional preparation sequence have little or no room for electives.

k. Knowledge of the biological bases of learning. Recent development in the biological bases of learning will alter the range of learning modes available. The need to acquire teaching skills that facilitate the newer learning modalities will significantly affect the teacher education curriculum.

l. Provision of modeling of excellent teaching.

m. Knowledge of school law and finance.
(Morey, 1983, p. 79)

The committee has considered these recommendations and its suggested profile reflects these considerations.

The steering committee is appreciative of the groundwork which was done for this project by the previous committees and their chairs, Dr. Ann Morey and Dr. Hazel Jones. We wish especially to recognize the contributions of the team leaders who led their colleagues in struggling with this complex problem; of Ms. Jan Mendelsohn and Dr. Linda Jones for their assistance and support in

this project; of Dr. Kathryn Hecht, the private consultant who assisted in the planning of the two symposia; and of Ms. Vickie Roy, graduate assistant, who assisted in compiling the research and background information in preparing the report.

APPENDIX B

CSU Symposium Campus Teams

Bakersfield
Dr. Deborah O. Hancock
Dr. James George, Jr.
Dr. Lon Kellenberger
Dr. Donald C. Green
Dr. Ernie Page

Chico
Dr. James Richmond
Dr. Margaret Bierly
Dr. Gilbert Prince

Dominguez Hills
Dr. George Walker
Dr. Susan Prescott
Dr. Diana Wolff
Dr. Lyle Smith
Dr. Joann Fenton

Fresno
Dr. Charlene Smith
Dr. Atliano Valencia
Ms. Joan Henderson
Dr. Richard Haas
Dr. Bernice Stone

Fullerton
Dr. Shirley Hill
Dr. Eugene McGarry
Dr. Kathleen Gjerdingen
Dr. Bernard Kravitz
Dr. John White

Hayward
Dr. Jean Easterly
Dr. Delmo Della Dora
Dr. James Nichols

Humboldt
Dr. Gene Hashem
Dr. Brenda Beal
Dr. Bette Lowery

Long Beach
Dr. John Sikula
Dr. Carolyn Denham
Dr. Charles Myers
Dr. Lee Perry
Dr. Jean Conroy

Los Angeles
Dr. Raymond Terrell
Dr. Malcolm McClain
Dr. Donald Dewey
Dr. V. Patricia Beyer
Dr. Wanna Zinsmaster

Northridge
Dr. Elizabeth Brady
Dr. Robert Hoffpauir
Dr. David Bidna
Dr. Carolyn Ellner
Dr. Raymond Jung

Pomona
Dr. Yvonne Turner
Dr. Bruce Coulter
Dr. Alice King
Dr. Jane McGraw
Dr. George Martinek

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San Luis Obispo
Dr. Margaret Glaser
Dr. Don Morris
Dr. Louis Pippin

Sonoma State
Dr. Robert Karlsrud
Dr. Carroll Mjelde
Dr. Martha Haggard
Dr. Emmanuel Scrofani
Ms. Judith Folster

Stanislaus
Dr. Joseph Galbo
Dr. Nicholas Stupiansky

APPENDIX C
Invited Guests

Joseph Appell, Superintendent
Shasta Union High School District

Josie Bane
California State Board of Education

John Bedell, Associate Vice Chancellor
California State Universities

Carolyn Bishop, 6th grade teacher
Fullerton Elementary School District

Linda Bond, Executive Director
California Commission on the Teaching Profession

Patty Burness, Executive Assistant to the Superintendent
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Mark Carey, 5th grade teacher
Davis Joint Unified School District

Ann Chlebicki, Principal
Huntington Beach High School

Ron Cooper, Assistant Superintendent
Fullerton Elementary School District

Ramon Cortines, Superintendent
San Jose Unified School District

Dennis Cox, Vice President
California Federation of Teachers

John Duncan, President Elect
Association of California School Administrators

Deborah Edginton
California Teachers Association

Peter Facione, Dean
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Philip Fitch, President
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Teresa Harris, Assistant Superintendent
Compton Unified School District

Bill Honig, Superintendent of Public Instruction
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San Diego County Office of Education

W. Ann Reynolds, Chancellor
California State Universities

Emmanuel Scrofani, Superintendent
Geyserville Unified School District

Lee Shulman, Professor of Education and Psychology
Stanford University

Eugene Tucker, Superintendent
ABC Unified School District

William Vandament, Provost and Vice Chancellor
California State Universities

Jane Wellman, Consultant
California State Senate Subcommittee on Higher Education

Ann Wise
California School Boards Association

APPENDIX D

CSU Symposium
November 18-19, 1985

Professional Teacher Education Curriculum
List of Participants

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